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NEWS AND NOTES

A NEW SOCIETY IN PHILADELPHIA

Departmental conferences of teachers of the higher schools of Philadelphia were held in the William Penn High School for Girls, on Saturday morning, April 27, 1912. That of the English Section was presided over by Miss Andrea W. Mathews, of the Philadelphia High School for Girls.

A paper on "Oral Reading in Its Relation to the Study of English" was presented by Miss Doris T. Wright, of the William Penn High School. Her thesis was that vocal interpretation is the necessary climax of a true study of any work of literature, such interpretation being the best proof that the student has identified himself with the author's thought and feeling. The touch given to certain words, the grouping of words into thought phrases, the pause, the modulations of tone, will be the measure of understanding and appreciation. How can good oral expression be achieved? Vocal interpretation by the teacher does indeed have its place in teaching. It stimulates thought, stirs emotion, and quickens imagination. But this method has, of course, its limits. One must avoid carrying the reading of passages too far, lest the pupil, in his reading, merely imitate. The first step toward good reading is careful preparation of the passage. Interpretation must be preceded by meditation and consequent insight into the author's meaning and emotion. Assignments should be definite; students should know that they will be required to interpret any one of a certain number of passages; or specific passages may be assigned to certain students; or a student may be permitted to make his own choice. Some such plan stimulates interest, and a certain pride of utterance springs into being. It is the business of the teacher to distinguish and develop what is primary and essential, so that improvement may be real and permanent. Question and discussion should therefore not be dispensed with. Promoting, as they do, both understanding and freedom of expression, they are the best of preparation for the oral interpretation that is to follow. A *required* course of two hours of regular oral expression work throughout the first year of high school would undoubtedly prove of inestimable value.

A discussion of Miss Wright's paper followed. Professor Lacy agreed with Miss Wright as to the importance of oral reading as a test

of the pupil's knowledge. He suggested that more time should be devoted to the subject in the normal schools, so that teachers would go out enabled to awaken, through their own reading, the interest of the student. He also suggested that more hours in the regular high-school course be devoted to reading aloud, and that the attention of the superintendent be called to this suggestion. Miss S. H. Stirling, of the Philadelphia High School for Girls, expressed the opinion that a pupil who is not able to read intelligently very often appreciates. In her opinion, intelligent discussion should not be a mere preliminary to oral expression, but should play a part coequal with reading as a test of the pupil's appreciation. Miss Elizabeth Lodor, in charge of the English work in the William Penn High School, approved very heartily of Miss Wright's suggestion that regular technical training in oral expression be made one of the required subjects in the first year. It would save much to put a dynamic power by this means into the very beginning of high-school work. Mr. Oscar Gerson, of the Boys' Central Manual Training High School, following up a suggestion made by Mr. Lacy that one should avoid a too accurate articulation, made a plea for naturalness and customary use in pronunciation. As teachers of English, we, of course, have to be conservative barriers. We dare not let go of the thing that culture seems to demand, but we are apt to hold on too long to that which is outlived. In some of the schools the broad *a*, which is practically unknown to the ordinary Philadelphia speaker, is insisted on. The correction of mispronounced words should be negative, rather than positive, i.e., students should be warned against the speech and enunciation of the alley and the gutter. Their aim should be to be understood. Much of the stilted and decidedly unnatural gets into our speech, too, from our failing to distinguish the difference in pronunciation between the stressed and the unstressed words. For instance, some teachers insist upon their pupils pronouncing the unstressed "was" as "waz," rather than allowing it to assume its natural unstressed form more nearly "wuz."

The next paper, read by Mr. Vincent B. Brecht, of North East Manual Training High School was on "The Inadequacy of Our Present Provision for the Teaching of English." After calling attention to recent bibliography on the subject, Mr. Brecht spoke specifically of conditions in Philadelphia. He chiefly urged a better correlation of all work in high schools, closer correlation with work of the preceding grades, and a provision of more time for English in the high-school curriculum. The crowding of so much into the time allotted for English

has a tendency to make the teacher mechanical. Recent statistics were cited, bringing out the fact that the time consumed by the average teacher of English in theme work is twenty-six hours, exclusive of time spent in school. After making a few suggestions for the reducing of time so spent, Mr. Brecht made the general comment that the number of teachers provided should determine the amount of reading and correcting to be done, and that under all circumstances the pupils should come in contact with teachers fully alive.

Miss Dungan, of the Philadelphia High School for Girls, pointed to evidence, to her conclusive, that the best workers in the field are not meeting with a reasonable measure of success in composition teaching. This she ascribed to the conditions under which they are working. When it was decided some decades ago that the old method of studying rhetorical principles was futile, and should be supplanted by practice in writing, the work of the teacher was doubled, no change being made in the number of pupils. Miss Fenimore, of the William Penn High School, told of her experiment along the line of closer correlation with the work done in the elementary schools. She suggested that definite steps be taken to obviate some of the difficulties discussed.

Miss Lodor moved that a permanent organization be formed of the teachers of English in the higher schools of Philadelphia, and that the measures for perfecting such an organization be intrusted to a committee to be appointed by the chairman of the Conference.

This motion was carried, the committee was appointed, and the Conference adjourned.

ELIZABETH LODOR

PHILADELPHIA, PA.

THE SPRING MEETING IN NEW YORK

The New York City Association of High-School Teachers of English held its spring meeting on May 18, with an attendance of about one hundred. The annual election of officers was held, with the following result: *President*, Edwin Fairley, Jamaica; *Vice-President*, Miss Emma F. Lowd, Washington Irving; *Secretary and Treasurer*, Dr. Charles R. Gaston, Richmond Hill. The secretary reported that the association had had the most flourishing year in its history, so far as membership and attendance were concerned.

The general topic of the meeting, as of the year, was "Oral English." Mr. W. W. Fisher, of the Boys' High School, spoke of "Student Criticism of Student Work as Provocative of Oral Discussion." Mr. Fisher insisted that the task of the teacher was made less when the pupils were taught

to criticize their own themes, and that there was no longer the old-time drudgery of theme-reading. The first thing that was done in his school was to get the entire English department to adopt certain uniform symbols for the most common errors made by students in their written work, and all English teachers had to use the same symbols for those common errors. He told how, after the themes were written, they were returned to their owners a week or so later, and the owners were asked to rate the themes themselves and make corrections. Then boys exchanged their themes, and the various lads marked their neighbor's composition. Finally the teacher read the theme, observing how well the boy himself and the critic had done their work, and gave a final mark. The best pupils in the class formed a committee of critics, which, on occasion, read themes and settled disputes among their classmates. Miss Maude M. Frank, of De Witt Clinton High School, spoke of some experiments she had made in informal classroom dramatizations of the books which often prove dead and dry to pupils. Her address will appear in the *English Journal*. Professor Elmer W. Smith, of Colgate University, discussed "High-School Debating." Mr. Smith declared that a command of the mother-tongue in speaking and writing has a commercial value, and he cited instances of prize debaters who immediately upon graduation obtained excellent positions because of their ability to speak effectively. Debating, he said, is a strenuous preparation for a strenuous life. It teaches habits of self-control to boys who cannot be reached through athletics. Honesty is another valuable lesson taught. By debating, boys learn that truth has many sides and that facts admit of many interpretations. Since students like to work when they play and play when they work, debating with its keen spirit of competition is attractive to them. Mr. Smith believes that young men need civic virtue taught them, not civics, and debate teaches the former.

EDWIN FAIRLEY

NEW YORK CITY

GRAMMATICAL NOMENCLATURE IN NEW JERSEY

The Committee on Uniform Grammatical Nomenclature of the Association of Teachers of English of New Jersey, held a meeting on Saturday, May 11, 1912. As a result of this meeting the committee offers the following preliminary report in the form of resolutions:

1. *Resolved*, That the Association of Teachers of English of New Jersey favor uniformity of Grammatical Nomenclature in all languages studied in the schools.

2. *Resolved*, That the following be recommended to all concerned.

a) Case Names.

(1) The term *genitive* instead of "possessive."

(2) The term *accusative* instead of "objective." The addition of the term *dative*.

b) Construction Names.

(1) *Predicate adjective* to designate the construction of "good" in the sentence, "He is good."

(2) *Predicate noun* for the construction of the word "captain" in the sentence, "He is captain."

(3) *Factive adjective* for the construction of the word "red" in the sentence, "He painted the barn red."

(4) *Factive noun* for the construction of the word "captain" in the sentence, "They elected him captain."

c) The retention of the *subjunctive*, under which will be included the so-called "potential uses" of the verb.

3. *Resolved*, That these recommendations be printed and be sent to the chairman of the joint committee, to the members of this association, to the county superintendents, with a request that the information be published for use, to the principals of the normal schools, and to the principals of the high schools of this state.

W. PATTERSON ATKINSON

JERSEY CITY, N.J.

UNIFORM ENTRANCE REQUIREMENTS IN ENGLISH FOR 1915-19

The National Conference¹ held its final meeting in New York on May 30 and adopted the following report:

The Conference voted that the following requirement for the years 1915, 1916, 1917, 1918, and 1919 should be recommended to the constituent bodies for adoption.

This supersedes the previously announced requirement for 1915.

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

GRAMMAR AND COMPOSITION

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written,

¹ A report of the first meeting of the conference, including a list of the delegates, may be found in the *English Journal* for May, pp. 294-301.

should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

LITERATURE

The second object is sought by means of two lists of books, headed respectively *Reading* and *Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place in literary history.

A. READING

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

GROUP I. CLASSICS IN TRANSLATION

The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the Books of Ruth and Esther.

The *Odyssey*, with the omission, if desired, of Books i, ii, iii, iv, v, xv, xvi, xvii.

The *Iliad*, with the omission, if desired, of Books xi, xiii, xiv, xv, xvii, xxi.
The *Aeneid*.

The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

GROUP II. SHAKESPEARE

Midsummer-Night's Dream
Merchant of Venice
As You Like It

Twelfth Night
The Tempest
Romeo and Juliet

<i>King John</i>	<i>Coriolanus</i>	} If not chosen for study under B.
<i>Richard II</i>	<i>Julius Caesar</i>	
<i>Richard III</i>	<i>Macbeth</i>	
<i>Henry IV</i>	<i>Hamlet</i>	

GROUP III. PROSE FICTION

Malory: *Morte d'Arthur* (about 100 pages).

Bunyan: *Pilgrim's Progress*, Part I.

Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag).

Defoe: *Robinson Crusoe*, Part I.

Goldsmith: *Vicar of Wakefield*.

Frances Burney: *Evelina*.

Scott's Novels: any *one*.

Jane Austen's Novels: any *one*.

Maria Edgeworth: *Castle Rackrent*, or *The Absentee*.

Dickens' Novels: any *one*.

Thackeray's Novels: any *one*.

George Eliot's Novels: any *one*.

Mrs. Gaskell: *Cranford*.

Kingsley: *Westward Ho!* or *Hereward, the Wake*.

Reade: *The Cloister and the Hearth*.

Blackmore: *Lorna Doone*.

Hughes: *Tom Brown's Schooldays*.

Stevenson: *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*.

Cooper's Novels: any *one*.

Poe: *Selected Tales*.

Hawthorne: *The House of the Seven Gables*, or *Twice Told Tales*, or *Mosses from an Old Manse*.

A collection of *Short Stories* by various standard writers.

GROUP IV. ESSAYS, BIOGRAPHY, ETC.

Addison and Steele: *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages).

Boswell: Selections from the *Life of Johnson* (about 200 pages).

Franklin: *Autobiography*.

Irving: Selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*.

Southey: *Life of Nelson*.

Lamb: Selections from the *Essays of Elia* (about 100 pages).

Lockhart: Selections from the *Life of Scott* (about 200 pages).

Thackeray: Lectures on Swift, Addison, and Steele in the *English Humorists*.

Macaulay: Any *one* of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederick the Great*, *Madame d'Arblay*.

Trevelyan: Selections from the *Life of Macaulay* (about 200 pages).

Ruskin: *Sesame and Lilies*, or *Selections* (about 150 pages).

Dana: *Two Years before the Mast*.

Lincoln: *Selections*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley; together with a brief memoir or estimate of Lincoln.

Parkman: *The Oregon Trail*.

Thoreau: *Walden*.

Lowell: *Selected Essays* (about 150 pages).

Holmes: *The Autocrat of the Breakfast Table*.

Stevenson: *An Inland Voyage* and *Travels with a Donkey*.

Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*.

A collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers.

A collection of *Letters* by various standard writers.

GROUP V. POETRY

Palgrave's *Golden Treasury (First Series)*: *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns.

Palgrave's *Golden Treasury (First Series)*: *Book IV*, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B).

Goldsmith: *The Traveller* and *The Deserted Village*.

Pope: *The Rape of the Lock*.

A collection of English and Scottish *Ballads*, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads.

Coleridge: *The Ancient Mariner*, *Christabel*, and *Kubla Khan*.

Byron: *Childe Harold*, *Canto III or IV*, and *The Prisoner of Chillon*.

Scott: *The Lady of the Lake*, or *Marmion*.

Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*.

Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*.

Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "*De Gustibus*—", *Instans Tyrannus*.

Arnold: *Sohrab and Rustum*, and *The Forsaken Merman*.

Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

B. STUDY

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of

allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

GROUP I. DRAMA

Shakespeare: *Julius Caesar*, *Macbeth*, *Hamlet*.

GROUP II. POETRY

Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*.

Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*.

The selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (First Series).

GROUP III. ORATORY

Burke: *Speech on Conciliation with America*.

Macaulay's *Speech on Copyright* and Lincoln's *Speech at Cooper Union*.

Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

GROUP IV. ESSAYS

Carlyle: *Essay on Burns*, with a selection from Burns's *Poems*.

Macaulay: *Life of Johnson*.

Emerson: *Essay on Manners*.

EXAMINATION

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which will be on grammar and composition, and the other on literature.

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English which one should know in distinction from current errors. The main test in composition will consist of one or more essays developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies, and from his personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the candidate may make his own selections. He will not be expected to write more than four hundred words per hour.

The examination in literature will include:

A. General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined under "A. Reading," above. The candidate will be required to submit a list of the books read in preparation for the examination, certified by the principal of the school in which he was prepared; but this list will not be made the basis of detailed questions.

B. A test on the books prescribed for study, which will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

RECOMMENDATIONS

1. That colleges so desiring may set an examination requiring no prescribed books, but testing the same general kind of preparation as that indicated in the foregoing requirements.

2. That individual colleges take such steps as may be found necessary to ascertain whether candidates for entrance possess an adequate equipment in oral English.

3. That schools should recommend a supplementary list for additional reading. This list may well include suitable selections from contemporary literature and books of local interest.

4. That colleges accept *three* or *four* units of credit for admission in English, the number of credits within these limits to be determined by the preparation of the applicants. It is not recommended that four units of credit be given for the amount of work now submitted for three units. This recommendation has for its object the advancement of English teaching in the secondary schools.

THE NATIONAL EDUCATION ASSOCIATION CONFERENCES

Two conferences on English were held at the National Education Association meeting in Chicago, one being the regular Round Table of the Department of Secondary Education and the other a joint conference of secondary schools, normal schools, and colleges. Each was attended by between four and five hundred persons. English seems to be still a very live subject.

The keynote of both meetings was: Increase the efficiency of training in composition and find means of lightening the burden of teaching it. Since most of the papers will appear in future numbers of the *English Journal*, no attempt will here be made to summarize them. Sufficient to say that oral composition came in for the chief emphasis. The joint conference adopted resolutions indorsing the work of the Hopkins committee on composition.

The English Round Table, hereafter to be known as the English Section of the Department of Secondary Education, on Wednesday accepted the report¹ of the Committee on College Entrance Require-

¹ The substance of this report will be found in the *English Journal* for February, 1912.

ments and requested the Department to continue it, with instructions to co-operate with other similar committees which are at work upon the high-school course in English. This the Department did at its meeting on Friday. Professor Elmer W. Smith, of Colgate University, speaking as chairman of a committee on high-school work in oral expression which is under the direction of the Public Speaking Conference of the New England and the North Atlantic States and also of the Speech Arts Association of America, requested that the National Education Association committee make provision for oral expression as a definite division of its work. The Round Table voted that this be done, and the committee of which Mr. Smith is chairman will join forces with the committee of the Round Table. This makes possible united action on the part of four national committees in preparing a report upon the organization of high-school English. These are: the two named above, the National Council committee, and the Executive Committee of the National Conference, which on May 30 was instructed to co-operate with the National Education Association committee and the Council committee. Steps will be taken at once to organize the joint committee thus constituted for the preparation of a national syllabus, which has been authorized by vote of the Secondary Department of the National Education Association and which the National Commissioner of Education proposes to print and circulate.

All who read this news item are urged to aid the joint committee by sending to the *English Journal*, as soon as possible, their English courses, both high-school and elementary, their syllabi, pamphlets, lists of readings, statistics, and evidences of success or failure, together with a definite statement of the conditions out of which each course has grown or into which it is intended to fit. Letters bearing upon any aspect of the matter are earnestly solicited. A printed blank for the gathering of information is in preparation.

THE NATIONAL COUNCIL IN NOVEMBER

The Executive Committee of the National Council has decided to hold the next meeting in Chicago, November 29 and 30. Let all members take notice and plan to come and to bring others. The important feature of the meeting will be the reports of the committees, seven in number, the chairmen of which are as follows: of the Committee on Grammatical Terminology, Gertrude Buck of Vassar College; Home Reading, Herbert Bates, Manual Training High School, Brooklyn, N.Y.;

High-School Course in English, James Fleming Hosc, Chicago Teachers College; Equipment, Vincil Carey Coulter, Normal School, Warrensburg, Mo.; Articulation of Elementary and High-School Courses, Ernest C. Noyes, Fifth Avenue High School, Pittsburgh, Pa.; Opinions of Graduates, Wilbur W. Hatfield, Parker High School, Chicago; Pedagogical Investigation, Nathaniel W. Barnes, De Pauw University, Greencastle, Ind. Each of these committees has members from all parts of the country and they are seeking to gather and give expression to the best that is known or is being worked out in the several states and by the various local associations. It is hoped that the reports of the committees may be laid before a convention that is truly representative of all sections and of all sorts of schools, public and private. Further information as to the meeting will be published in the *Journal* from time to time as the program takes shape.

The *Public Speaking Review* has completed its first volume. The board of editors deserve much praise for presenting a creditable and very interesting magazine in spite of great difficulties. The *Review* is published by the authority of the Conference on Public Speaking of the New England and of the North Atlantic States. The president of the conference is Erastus Palmer of the College of the City of New York, and the secretary-treasurer is J. W. Wetzel of Yale University. The editorial board is made up of Paul M. Pearson of Swarthmore College, Allan Davis of the University of Pittsburgh, Frederick B. Robinson of the College of the City of New York, Calvin L. Lewis of Hamilton College, James A. Winans of Cornell University, Robert L. Cumnock of Northwestern University, and Thomas C. Trueblood of the University of Michigan. The *Review* is published at Swarthmore, Pa.

Our British brethren are not to be outdone. The *Journal of English Studies*, Vol. I, No. 1, May, 1912, published by Horace Marshall & Son, London, is at hand. The new magazine is similar to the *English Journal* in purpose and makeup. The first number contains four Leading Articles, Editorial, Current Opinion, Teachers in Council, Reports of Societies, and Reviews. There will be three numbers a year, to correspond to the school terms, published in May, September, and January, at 3s. 6d. May our rival have long life and much influence for the improvement of English teaching.